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ABSTRACT

This booklet gives parents ideas they can use to acquaint their children with the daily newspaper. A total of 63 activities are briefly described, newspaper terminology is defined, and key steps in producing the daily newspaper are outlined. Most of the activities can be done at any time or any place, with just a parent, one or more children, and a daily newspaper. The activities are intended for use with most children of 3 through 8 years of age, although younger and older children may benefit from the activities. Statements in bold face offer directions for activities that are organized beneath the bold face headings. Parents are directed to select activities at which their children can experience success. The booklet also includes brief histories of two South Carolinian newspapers, The State and The Columbia Record, and an explanation of South Carolina's kindergarten objectives. (RH)

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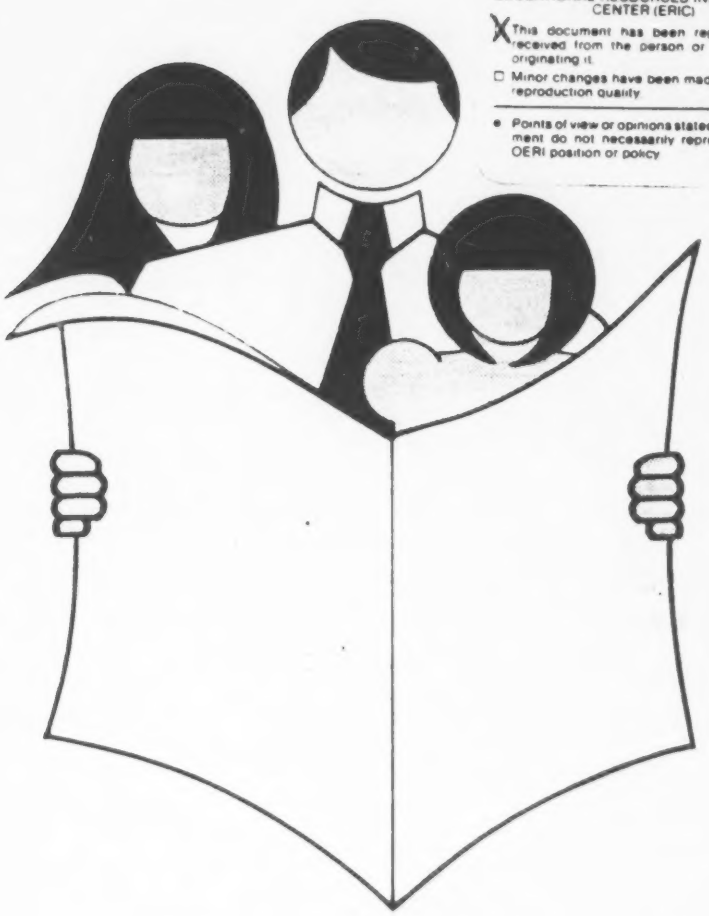

Your Child and Your Daily Newspaper

A Handbook For Parents

PS 019428

A cooperative effort of the South Carolina Department of Education and

The State
The Columbia Record

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Your Child and Your Daily Newspaper

A Handbook For Parents

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Foreword

Children born in 1979 will come of age in the year 2000. No one can predict accurately what the world will be like then. Neither could past generations foresee the future that is now the past and present.

Parents and educators share the responsibility of teaching today's children how to live and learn so that they can adapt to this fast-approaching new century and the changes it will bring. Education and experience form the link with the past as well as the foundation for the future. We all now realize that learning does not begin with kindergarten and end with a diploma or college degree, but is a lifelong process beginning at home.

The State Department of Education endorses this booklet as a useful tool for parents to help their young children develop skills for lifetime learning at home. Its activities are based upon children's abilities and interests. They are compatible with South Carolina's emphasis on basic skills of communication, including reading and writing, and mathematics.

We commend the designers of this booklet for their creativity and cooperation. We congratulate the publisher and editors for proving again that newspapers do not confine their mission to providing news and entertainment, but also make significant contributions to continuing the education of all their readers, young and adult.

Charlie G. Williams
State Superintendent of Education

Introduction

Using the daily newspaper at home to acquire valuable information for daily living, has been emphasized since 1795. The following quotation was taken from the Eastern Herald, printed in Portland, District of Maine, on June 8, 1795.

NOTICE

"Much has been said and written on the utility of newspapers; but one principal advantage which might be derived from these publications has been neglected; we mean that of reading them in schools and by the children in families. Try it for one season — Do you wish your child to improve in reading solely, give him a newspaper — it furnishes a variety, some parts of which must infallibly touch his fancy. Do you wish to instruct him in geography, nothing will so indelibly fix the relative situation of different places, as the stories and events published in the papers. In time, do you wish to have him acquainted with manners of the country or city, the mode of doing business, public or private; or do you wish him to have a smattering of every kind of science useful and amusing, give him a newpaper — newspapers are plenty and cheap — the cheapest book that can be bought, and the more you buy the better for your children, because every part furnishes some new and valuable information."

This booklet is designed to give parents ideas to acquaint their children with parts of the daily newspaper, as well as, to encourage children to enjoy their own interests and skills within the daily newspaper.

Most of the activities can be done any time or any place, with just a parent, one child or more, and a daily newspaper. The activities are intended for use with most children ages three through eight, though older children and younger children will profit by the experiences.

Children grow at different rates and have a variety of interests. A three year old can often do what a five year old can do, just as a nine year old can benefit from doing activities many five year old children enjoy. All five year

[1] Reprinted from the Eastern Herald, printed in Portland, District of Maine, State of Massachusetts, June 8, 1795

old children can not perform the same tasks. You will find this true of your children as you choose activities in this booklet.

You may need help choosing your first activities. The statements in bold face type tell how children learn or what they are like. Find a statement that describes your child — many of them will. Choose an activity following that statement that you think will be suitable for both of you. If the activity you choose is too hard, try another one. Often, additional activities are offered, as extensions of the "talking activities." For these, a child may work on his own, using pencil, paper, glue, or scissors.

Janet Perry
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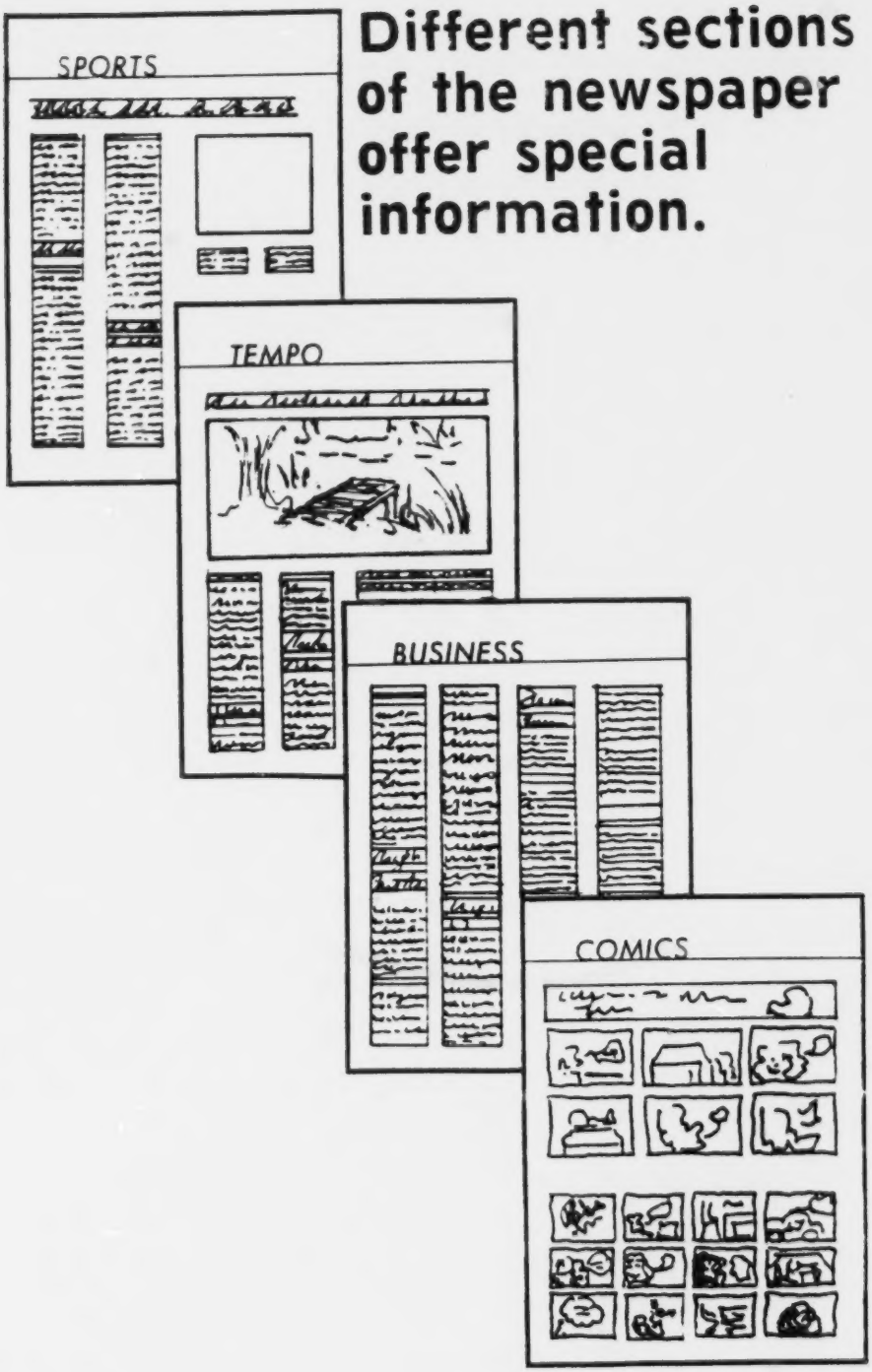
S.C. Department of Education



Different sections of the newspaper offer special information.

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The following ideas have been selected to give you a springboard of activities you can do with your child, using the daily newspaper.

This section was developed with the child's interests and skills in mind. It will enable you and your child to explore various parts of the newspaper.

1. Cut out pictures from the advertisements in your daily newspaper for your child to take to the grocery store. When shopping, ask him to find the picture of the product as you put it in your shopping cart.

2. Ask your child to find a food coupon from the newspaper. Let him see if he can find the food in your kitchen by matching the food to the coupon.

3. Plan to look with your child for people reading the newspaper during the day. At the end of the day, talk about who he saw reading the newspaper and where these people were.

Children look to adults as consultants in gaining and understanding information.

4. Show your child the name of the newspaper as it appears on the top of the front page. Ask him to find the name inside the newspaper.

5. Show your child the front page of today's newspaper. Ask him to find the biggest letters on the page. (Remember that it is hard for a child to distinguish between letters like "B" and "D".)

1.

Children enjoy repeatedly doing things in which they excel.

6. Cut one page of the classified section of the newspaper into quarters. Give your child practice using scissors by letting him cut on the lines separating each classified advertisement.

7. Ask your child to locate the sports section in the newspaper. Identify the many different sports that are pictured. Compare the scores of your favorite teams.

8. Help your child find the weather map in today's newspaper. Read the weather forecast aloud to your child. Ask him to draw a picture of what the weather will be like today.

9. Find the birth list in today's paper. Let your child guess how many boys and how many girls were born today. Then together make an accurate count.

10. Read a comic strip to your child. Have a good laugh. Then try to decide why the two of you thought it was funny.

11. Look at a comic strip in today's newspaper with your child. Ask him to tell you what is happening in each picture, and observe the direction in which he tries to "read" the pictures. When a child is learning to read, his eyes move from left to right.

12. Choose a comic strip from today's newspaper, and cut the pictures apart. Let your child put them in the correct order. (Any order will be fine, as long as your child has a reason for placing them in that order.)

13. Mix up the pages of one section of today's newspaper. Help your child put the pages back in order by using the page numbers.

14. Make a "recipe book." Ask your child to clip a number of recipes from the newspaper and paste them on separate sheets of paper. Let him draw a picture for the front cover and staple the "recipe book" together.

15. Read an interesting newspaper article to your child. See if he can answer the following questions:
    1) Who was the article about.
    2) What happened?
    3) When did it happen?
    4) Where did the story take place.

16. Read an interesting newspaper headline to your child. Ask him to tell you what he thinks the article is about, based on the headline. Read the first few paragraphs of the article to him. If his answer was different from what the article was actually about, ask him if he was surprised.

Favorite children's games can be adapted for play using the daily newspaper.

17. Play the game "Simon Says" by asking your child to do certain tasks using the newspaper.

For example: "Simon says — open your newspaper."
"Simon says — draw a circle around a picture."
"Simon says — close your newspaper."

Play the game "I Spy" by asking your child to find certain objects in the newspaper.

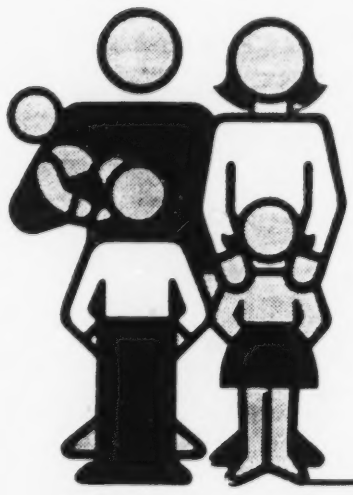
For example: "I spy something that is white and keeps things cold, and is found in the kitchen."
"I spy something that is red and round, and can be eaten."
"I spy something that is warm, has buttons on it, and is worn in cold weather."

Children like to know about themselves.

They begin to understand the world by learning about their families, their playmates, and themselves.

18. While looking at the daily newspaper with your child, let him point out his favorite color, his favorite food, his favorite sport, and his favorite television show. He may want to tear or cut them out and make a picture poster about himself.

19. Find pictures in the newspaper of things your child might enjoy doing. Let him tell you about the pictures.



20. Using pictures of people in today's newspaper, play a guessing game to help your child understand how other people feel.

    Say this: "I saw a picture of a person in the newspaper today and he looked like this." (Imitate, and share the picture with your child.) "How do you think that person felt?"

21. Share with your child a newspaper that was printed on his birthday. Make a collection of these newspapers. Frame special ones.

22. While reading the newspaper with your child, find the letters in his name or in your name. See how many different styles of the first letter in his name both of you can find.

    Let him copy these letters on a piece of paper. Let him cut or tear out the letters and paste them on a piece of paper.

23. Find the weather map in today's newspaper. Point out on the map where you live.

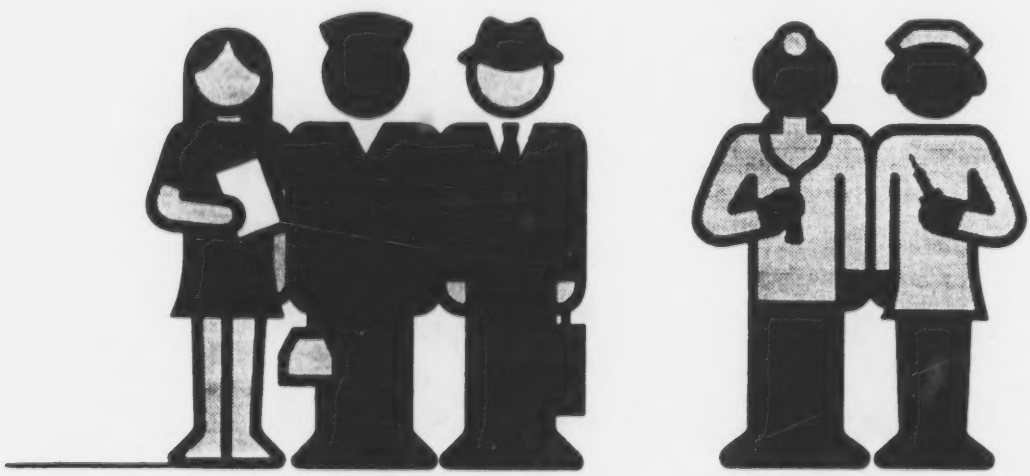
24. Using the newspaper, let your child find the numerals that tell how old he is.

25. Turn with your child to the comics in today's newspaper. Help him choose a comic strip character that he feels is somewhat like himself. Ask him to tell you what he and the comic strip character have in common.

26. Look through the newspaper with your child for pictures of people you or your family know. Talk about why these people are in the news.

27. Look through the newspaper with your child and find a picture of an object that each member of the family might find useful. Let him tell you to whom each object would be useful, and how it would be useful.

28. Let your child find pictures of things from the newspaper that he would like to have in his room.



5.

Children enjoy learning what other people do.

29. Using the newspaper, ask your child to find pictures of people who hold jobs in the community (doctors, carpenters, etc.) Let him suggest one question you might ask each person.

    Let him draw a picture that shows what he thinks each person's work is.

30. Using the classified advertisement in the newspaper, read a job title to your child. Let him explain what a person holding that job might do.

    Read the job description to your child and ask him if he can guess the job title.

Children like to explore and discover things.

They use their senses of seeing, hearing, tasting, touching, and smelling to learn.

31. Ask your child to look through today's newspaper for a picture of something he can see, something he can hear, something he can smell, something he can taste, and something he can touch.

32. Find an interesting picture in today's newspaper and share it with your child. Turn the picture over, and ask your child to recall the things he can about the picture. Now turn the picture back over, and talk about the things your child did not recall.

33. Look through the newspaper with your child and identify pictures of things that make sounds. Let your child make the appropriate sound for each picture.

6.

34. Ask your child to point out pictures in the newspaper of various foods from the grocery advertisements. Talk about whether the foods he points out taste salty, sweet, sour, etc.

35. Ask your child to point out pictures in the newspaper of foods he likes and dislikes. Point out pictures of foods you like and dislike. Share what causes you both to like some foods and not like others.

Most children develop good eating habits when various foods are placed before them,

and when they are actively involved at an early age in the growth and preparation of nutritious foods.

36. Look through the grocery advertisements with your child and ask him to find pictures of foods that we eat hot and foods that we eat cold.

37. Look through the grocery advertisements with your child and help him identify pictures of foods he might eat with a fork, a spoon, or that need cutting with a knife. Help him find pictures of foods that he can eat with his hands.

7.

38. Look through the newspaper with your child and ask him to point to pictures of foods that come from animals and pictures of foods that come from plants.

39. Talk with your child about the differences in the kinds of foods eaten at breakfast, lunch, and dinner. Using the newspaper, ask your child to point to foods that might be eaten at each meal.
Help your child cut out pictures of foods from the newspaper that represent a well-balanced meal. Paste these pictures on a paper plate.

Good questions to ask a child are those that give him a chance to tell what he thinks,

how he feels, or why he believes as he does. They help him extend his thinking beyond a simple "yes" or "no" answer, and allow him to use his imagination.

40. Choose a picture from today's newspaper that shows people talking or doing something. Now, you and your child pretend to be the people in the picture, by discussing what each is doing.

41. Ask your child to find a picture in the newspaper of someone he would like to meet. Let him tell you why he'd like to meet that person.

42. You and your child find a picture of an object in the newspaper that your child would like to be. Tell him to pretend to be that object and tell you who he is, who bought him, and what happened to him after he left the store.

Children enjoy made-up stories,

especially about themselves or their treasures.

8.

43. Using the advertisements in the newspaper for airlines, buslines, or trains, ask your child to tell you where he would like to travel. Ask him how he might get there and what he thinks he might see.

44. Ask your child to tear out or cut out a picture of an animal from the newspaper. Take turns telling a story about the picture he has chosen.

45. Read an interesting news article to your child. Ask him to draw a picture that shows what is happening in the article.

Children like to know what causes things to happen.

They also like to make guesses about why things happen.

46. Read the weather report in today's newspaper with your child. Let him describe the type of clothes he should wear in that kind of weather.

47. Find pictures in the newspaper about fire. Ask your child if the fire will help someone or hurt someone. Let him tell you why he thinks as he does.

    Plan a practice fire drill and a safe fire escape route from your home.

48. Read any news articles with pictures that relate to different accidents (car, swimming, skateboard, etc.) Help your child identify what he thinks has happened and why he thinks it happened.

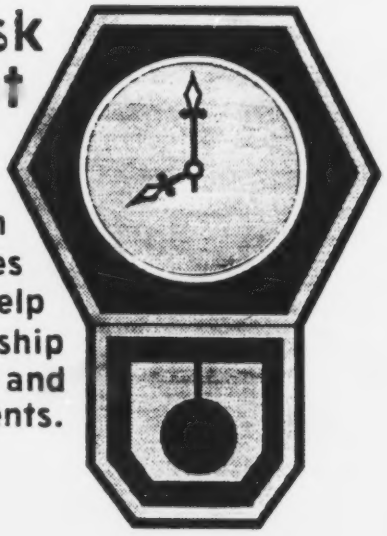
49. Help your child locate pictures in the newspaper of different appliances used in your home. Talk about ways to use the appliances safely.

50. Compare the temperature listed in the weather report of today's newspaper with the temperature reading on an outside thermometer.

51. When your child looks at the weather map in the newspaper, help him identify these symbols:

    / / / rain
    * * * snow flurries
    ——— cold
    ≡≡≡ warm

Children ask questions about time.



They want to know when things happen. Daily routines and special events help them understand the relationship between time and events.

52. Show your child the front page of today's newspaper. Help him find the day of the week, the month, and the year.

53. When a holiday approaches, ask your child to find holiday signs such as a Christmas tree, a wreath, etc., from the newspaper.

    Ask your child to make a holiday greeting card using the signs he has found.

54. Using the television schedule in today's newspaper, find the time of your child's favorite television program or allow him to find it. Find out if he thinks it comes on before "the news" or after "the news."

    Let your child tell you what happened the last time he watched his favorite television program.

Children need experiences to talk about and share with someone.

55. Look for an announcement in the newspaper of an event you plan to attend with your child. Read the announcement to him. Together plan what you must do before you go.

    Allow your child to write the event in a space on your calendar.

10.

Children will learn to respect other people's feelings when they are allowed to express their own feelings,

when they are helped to recognize their feelings, and when they are given time to accept their own feelings.

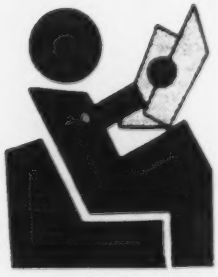
56. Talk with your child about things in your home that he must share with other members of the family. Find pictures in the newspaper of other things he might share with family members.

57. Read a "Lost and Found" classified advertisement about a lost animal to your child. Ask him to pretend to be that animal and tell you how he feels. Ask him to pretend to be the owner of the animal and tell you how he feels.

58. Ask your child to look through the newspaper and find a picture of an animal he would like to own. Ask him to tell you how he would take care of the animal if it were his.

59. Look through the newspaper with your child and together identify pictures of things that might be dangerous to your child's pet, if he had one. Talk about why these things might be dangerous to an animal.

60. Look through the advertisements in the newspaper with your child, and let him point out a picture of something he would like to give his best friend for his birthday. Ask him why he chose that particular thing. Was it because he liked it, or because he thought his friend would like it?



61. Look through the newspaper with your child and let him tear or cut out ten pictures of toys he would like to have. Ask him if he would be willing to let his friends play with these things, if they were his.

62. Turn to the sports section in the newspaper and identify a picture of two teams competing with each other. Ask your child to tell you how he thinks the winners and the losers might feel when the game is over.

63. Look through today's newspaper with your child and find a picture of a person. Now, talk about how you think that person feels. Ask your child if he ever feels that way, and what kinds of things might make him feel that way.

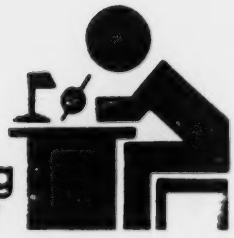
Newspaper Terminology

1. AP — Abbreviation for The Associated Press
2. Assignment — A story that a reporter has been detailed to cover
3. Balloon — A cartoon device borrowed from the comic strip which makes the words of a person in the picture appear to be coming directly from his mouth
4. Banner — A headline in large letters running across the entire width of the page
5. Beat — Reporter's regular routine for covering news stories
6. Byline — Name of a reporter, appearing above news or feature stories
7. Caption — An explanation which appears below a picture
8. Copy — All printed material in the newspaper
9. Dateline — The line at the beginning of a news article telling where the event took place
10. Deadline — Time at which all copy, pictures, etc. for an edition of the newspaper must be ready for production.
11. Feature Story — A news story which is not timely (does not have to be printed at a particular time to be news worthy).
12. Filler — A story with little news value — used to fill space
13. Lead —The first few sentences of a news story, which answer the who?, what?, when?, where?, why?, and how? of the story
14. Masthead — The name of the newspaper printed at the top of the first page — each time the name of the newspaper appears as it is printed at the top of the front page, it is referred to as the "masthead"
15. Subhead —Headings used in the body of a news story to break the monotony of a single column of type
16. UPI — Abbreviation for United Press International

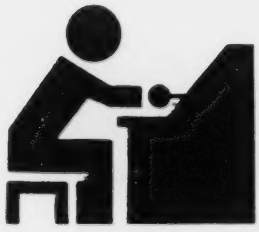
13.

Key Steps In Producing The Daily Newspaper

1. Getting the late facts

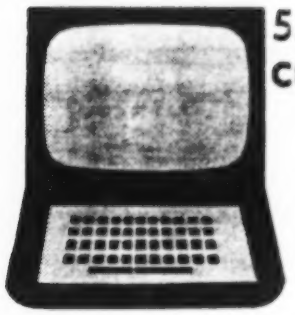


2. Writing the story



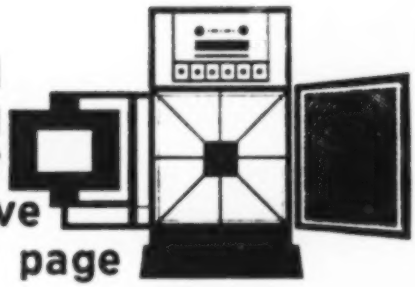
3. Ad Artist making the layout

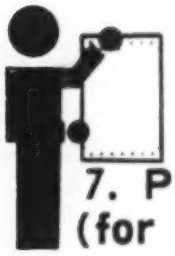
4. VDT Typesetting station



5. Type (data) setting control center

6. Camera and plate making department makes a negative for each page





7. Plastic platemaking (for use on press)

8. Newspaper printing press

9. The important newspaper carrier

History

The State

The State, now South Carolina's largest newspaper, published its first edition on February 18, 1891. N.G. Gonzales was editor and manager. His brother, Ambrose E. Gonzales, was general agent, and a third brother, William E. Gonzales, joined the newspaper three months later as news editor. These three South Carolinians were sons of a Cuban patriot, professor, and soldier, General Ambrosio Gonzales. He had come to the United States after unsuccessful efforts to free Cuba from Spanish rule and had married Harriott Rutledge Elliott of South Carolina.

From its first press run of 3,000 papers, The State grew steadily — through the hectic days of Tillman-dominated South Carolina politics and into the Twentieth Century; by 1900, The State occupied a handsome building on Columbia's Main Street, within one block of the State House. With the purchase of The Columbia Record in 1945, The State soon outgrew its accommodations in downtown Columbia and, in 1954, the two newspapers moved into a new plant on Stadium Road, opposite the State Fair Grounds.

None of the three Gonzales brothers lived to see either the merger with The Columbia Record or the new plant. N.G. Gonzales was fatally shot on January 15, 1903, by Lt. Gov. James H. Tillman. Ambrose Gonzales, who attained considerable recognition as an author of Gullah stories, died in 1926. William E. Gonzales, who interrupted his journalistic career for nine years' service in diplomatic posts as Minister to Cuba and then as Ambassador to Peru, died in 1937.

Today, The State has subscribers in every South Carolina county and many Southern states. When the newspaper celebrated its 75th anniversary with a special Diamond Jubilee Edition in February 1966, its daily circulation was nearing the 100,000 mark. It now has passed that mark and seeks continued growth in size, circulation and service.

16.

The Columbia Record

The Columbia Record, originally named The Daily Record, has been the only afternoon newspaper in the South Carolina capital since it began publication on April 25, 1897.

It went through several corporate ownerships before The Record Publishing Company was purchased by The State Company in February, 1945, and continued as a subsidiary for 12 years.

The founder and first editor of The Record was George R. Koester, former editor of The Phoenix (1875-1898). He published it individually until 1902 when he sold it to The Record Publishing Company, which he organized and controlled until he sold it to James A. Hoyt in 1909.

By 1912 the company had passed into the ownership of Edwin W. Robertson and several associates. The company was sold again in 1919 to R. Charlton Wright.

The corporation passed in 1929 to William La Varre of New York and associates. La Varre, an explorer and promoter, purchased the property, along with newspapers in Augusta and Spartanburg, with funds loaned to him by the International Paper Company.

La Varre lost ownership of the company to the International Paper Company in 1930 after a court case. International Paper Company had a deficit on operations on the newspaper and sold it the The State 15 years Later.

The Columbia Record concentrates on coverage of Columbia and the South Carolina Midlands but it also strives to be a well-rounded newpaper with a comprehensive perspective of the state, national and world scenes.

17.

South Carolina Kindergarten Objectives

Components for success in reading, mathematics, and writing skills.

The following objectives have been established by the South Carolina Department of Education, and have been made available for publication in this booklet by Dr. Charlie G. Williams, State Superintendent of Education. They represent the components of a program aimed at providing the concepts and skills necessary for success in reading, mathematics, and writing. They may well serve as appropriate guidelines, as you develop additional newspaper activities for use with your child.

OBJECTIVE 1: THE STUDENT PERFORMS TASKS INVOLVING GROSS MOTOR SKILLS.

Explanation: The student uses large muscles to coordinate eye-hand movements, eye-foot movements, and body positions in maintaining balance while performing physical activities. Demonstrations of large muscle control include activities such as marching; hopping on either foot; skipping; jumping and landing on both feet; galloping; climbing stairs while alternating feet; and bouncing, throwing, catching, and kicking a ball.

OBJECTIVE 2: THE STUDENT PERFORMS TASKS INVOLVING FINE MOTOR SKILLS.

Explanation: The student uses small muscles to coordinate eye-hand movements and body positions while manipulating objects, tracing, copying, drawing and painting. Demonstrations of eye-hand coordination include activities such as buttoning, zipping, lacing, and tying articles of clothing; folding paper; assembling puzzles; opening a book and turning the pages one at a time from front to back; building with blocks and construction toys; cutting straight and curved lines while holding scissors properly; tracing objects and symbols (for example, finger-tracing in sand or tracing wooden letters and numerals); and copying shapes, letters, own name, words, and numerals.

OBJECTIVE 3: THE STUDENT REMEMBERS VISUAL STIMULI.

Explanation: The student recalls, after a brief lapse of time, stimuli presented visually. (The "brief lapse of time" will vary depending upon the activity.) Demonstration of visual memory involves the student's recalling by pointing to or naming one to six visual stimuli after the stimuli have been presented and removed or covered. Visual stimuli might include colors, shapes, numerals, letters, or patterns.

OBJECTIVE 4: THE STUDENT DETERMINES LIKENESSES AND DIFFERENCES IN VISUAL STIMULI.

Explanation: The student distinguishes likenesses and differences by comparing visual stimuli. Demonstrations of visual discrimination include activities such as matching identical colors; sorting objects on the basis of color; matching identical pictures; selecting the picture that is different; matching identical shapes; sorting objects on the basis of shape; assembling simple puzzles; matching objects of identical sizes; sorting objects on the basis of size; and matching identical symbols (numerals, letters, and words).

OBJECTIVE 5: THE STUDENT REMEMBERS AUDITORY STIMULI.

Explanation: The student recalls, after a brief lapse of time, stimuli presented auditorily. (The "brief lapse of time" will vary depending upon the activity.) Stimuli might include sounds made by animals, people, or objects and sound patterns. Demonstrations of auditory memory include activities such as repeating sounds made by animals, objects and people; repeating rhythmic sequences; counting from 1 to 10 by rote; and repeating nursery rhymes, fingerplays, poems, and songs.

OBJECTIVE 6: THE STUDENT DETERMINES LIKENESSES AND DIFFERENCES IN AUDITORY STIMULI.

Explanation: The student distinguishes likenesses and differences by comparing sounds. Demonstrations of auditory discrimination include activities such as matching sounds according to rhythmic pattern, pitch (high-low), or volume (loud-soft); recognizing words that sound the same (for example, "dog" and "dog") and words that sound different (for example,, "dog" and "doll"); matching words that rhyme (for example, "cat", "bat", and "mat"); and matching sounds at the beginning of words (for example, "boy", "ball", and "book").

OBJECTIVE 7: THE STUDENT COMMUNICATES WITH OTHERS BY USING EXPRESSIVE LANGUAGE.

Explanation: The student communicates with others by using a simple oral vocabulary and by expressing ideas with an expanding oral vocabulary. Vocabulary development may include naming such things as colors, parts of the body, people, animals, foods, objects, sounds, days of the week, seasons, occupations, letters,

numerals, coins, and textures. Demonstrations of expression of ideas include activities such as initiating verbal communication with others, relating personal experiences to classroom activities, and dictating personal experiences for teacher's recording in a written form.

OBJECTIVE 8: THE STUDENT IS RECEPTIVE OF LANGUAGE IN COMMUNICATING WITH OTHERS.

Explanation: The student communicates with others by listening attentively and by utilizing the information presented. Demonstrations of receptive language include activites such as listening and responding to the conversations of others; listening to and making comments about a selection read; and listening to and following directions.

OBJECTIVE 9: THE STUDENT EXPRESSES AN INTEREST IN LANGUAGE.

Explanation: The student seeks out information or initiates actions related to words or books. Demonstrations of an interest in language include behaviors such as asking the meaning of words; asking to have a story read; looking at pictures in books; and sharing books with the class.

OBJECTIVE 10: THE STUDENT CLASSIFIES STIMULI ON THE BASIS OF ONE OR MORE ATTRIBUTE(S).

Explanation: In order to be able to classify, the student must first recognize similarities in stimuli (such as objects) with respect to some attribute or characteristic (such as size). The student must then group the stimuli according to one or more attribute(s). Demonstrations of classification include activities such as classifying objects according to color, size, or shape and classifying by functions and/or relationships such things as objects, foods, animals, or people.

OBJECTIVE 11: THE STUDENT COMPARES STIMULI ON THE BASIS OF ONE OR MORE ATTRIBUTE(S).

Explanation: In order to be able to compare, the student must first recognize similarities and differences in stimuli (such as objects) with respect to some attribute or characteristic (such as size). The student must then compare the stimuli according to

one or more attribute(s). Demonstrations of comparison include activities such as comparing two groups of objects using the terms more than, less than, or same as; comparing two objects according to length, height, weight, size, shape, or distance; comparing opposites or positions (for example, behind/in front of, between/beside, above/below).

OBJECTIVE 12: THE STUDENT SEQUENCES STIMULI ON THE BASIS OF ONE OR MORE ATTRIBUTE(S).

Explanation: In order to be able to sequence, the student must first recognize differences in stimuli(such as objects) with respect to some attribute or characteristic (such as size). The student must then order the stimuli according to one or more attribute(s). Demonstrations of sequencing include activities such as counting up to 10 objects; ordering objects according to length, height, weight, or size; identifying the correct object to complete the pattern; completing an incomplete pattern or picture; retelling a short story in sequential order; arranging in correct order three pictures; and stating the sequential steps involved after completing a three-step activity.

OBJECTIVE 13: THE STUDENT BEGINS TO UNDERSTAND THE CONCEPT OF CONSERVATION OF NUMBER.

Explanation: The student recognizes that a group has the same number of objects regardless of the arrangement of the objects. Demonstration of conservation of number involves the teacher presenting the student with five to ten objects and asking the student to count the objects. After the student counts the number of objects correctly, the teacher rearranges the objects and asks, "How many objects are there?". A student who responds, without recounting, that the number of objectives is the same understands conservation of number.

OBJECTIVE 14: THE STUDENT INTERPRETS AND INFERS ON THE BASIS OF ORAL OR ILLUSTRATIVE SELECTIONS.

Explanation: The student demonstrates understanding of selections, for example, stories presented orally or in picture form, by interpreting or making inferences on the basis of the selection. The student interprets selections by summarizing what has been seen or heard. The student makes inferences by going beyond

the content of the selection. Demonstrations of interpretation and inference include activities such as listening to a selection, expressing the main idea, and making inferences; supplying a logical ending to a story after being presented with only two-thirds of the story; supplying appropriate answer(s) to questions on the basis of context clues; and making up a story about a picture.

OBJECTIVE 15: THE STUDENT CONTROLS EMOTIONS AND EXPRESSES THEM IN A SOCIALLY ACCEPTABLE MANNER.

Explanation: The student exhibits the ability to control and express emotions by appropriate use of words or actions. Demonstrations of self-control include behaviors such as expressing feelings or needs in a controlled and constructive manner; accepting socially-imposed limits; and adjusting to changes in routine.

OBJECTIVE 16: THE STUDENT DISPLAYS A POSITIVE ATTITUDE TOWARD SELF.

Explanation: The student exhibits a positive self-concept through favorable actions and words concerning self. Demonstrations of positive self-concept include behaviors such as taking finished work home; asking to have work displayed; showing work to others; working independently and asking for help from others when needed; completing tasks, tidying up after self; taking responsibility for personal belongings; and developing independent personal hygiene habits.

OBJECTIVE 17: THE STUDENT DISPLAYS A POSITIVE ATTITUDE TOWARD SCHOOL.

Explanation: The student exhibits a positive feeling about school through favorable actions and words concerning school. Demonstrations of a positive attitude toward school include behaviors such as using materials correctly and participating voluntarily in a wide variety of classroom activities.

OBJECTIVE 18: THE STUDENT INTERACTS WITH OTHERS IN A SOCIALLY ACCEPTABLE MANNER.

Explanation: The student cooperates with others by being considerate of and sensitive to their needs. Demonstrations of appropriate school interaction include behaviors such as sharing materials; listening to ideas and opinions; respecting the property of others; and reacting positively toward the achievements of others.

Children Learn What They Live

If a child lives with criticism. He learns to condemn.

If a child lives with hostility. He learns to fight.

If a child lives with ridicule. He learns to be shy.

If a child lives with shame. He learns to feel guilty.

If a child lives with tolerance. He learns to be patient.

If a child lives with encouragement. He learns confidence.

If a child lives with praise. He learns to appreciate.

If a child lives with fairness. He learns justice.

If a child lives with security. He learns to have faith.

If a child lives with approval. He learns to like himself.

If a child lives with acceptance and friendship.
He learns to find love in the world.

-Dorothy Law Nolte-

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